

Edward E Taylor Elementary

200 McRae Street
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	253 Students	
Principal	Debbie R Hunter	803-343-2924
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Average**	**Average**
2008	Below Average	Average
2007	Below Average	Good
2006	At-Risk	At-Risk
2005	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good − School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average − School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk − School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

http://ed.sc.gov
http://www.eoc.sc.gov

Edward E Taylor Elementary	06/01/10-4001053

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

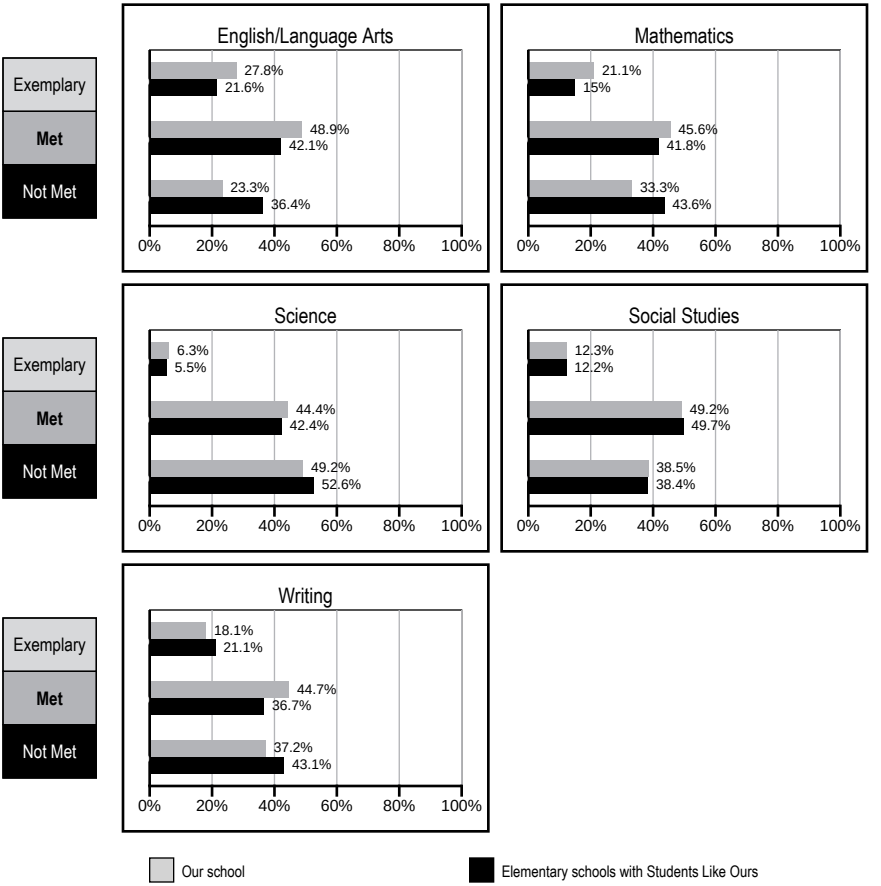
Percent of students tested in 2008-09 whose 2007-08 test scores were located	98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	58	53	31

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=253)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.9%	Up from 2.8%	2.5%	1.9%
Attendance rate	95.6%	Down from 95.8%	96.0%	96.3%
Eligible for gifted and talented	5.1%	Down from 6.7%	2.9%	10.0%
With disabilities other than speech	12.5%	Up from 10.3%	7.4%	7.7%
Older than usual for grade	0.0%	Down from 0.5%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.3%	Up from 2.8%	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	75.0%	Up from 65.2%	57.1%	59.4%
Continuing contract teachers	75.0%	Up from 69.6%	71.0%	80.0%
Teachers with emergency or provisional certificates	4.8%	Down from 5.0%	0.0%	0.0%
Teachers returning from previous year	90.2%	Up from 85.7%	81.6%	85.9%
Teacher attendance rate	94.3%	Up from 94.2%	95.2%	95.1%
Average teacher salary*	$54,587	Up 3.3%	$45,854	$47,149
Professional development days/teacher	8.3 days	Down from 15.2 days	10.7 days	11.1 days
School				
Principal's years at school	11.0	Up from 10.0	3.0	4.0
Student-teacher ratio in core subjects	16.9 to 1	Up from 16.2 to 1	16.5 to 1	18.8 to 1
Prime instructional time	88.9%	Up from 88.6%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Good	Excellent
Dollars spent per pupil**	$11,591	Down 0.7%	$8,670	$7,458
Percent of expenditures for instruction**	79.1%	Down from 80.0%	68.4%	68.8%
Percent of expenditures for teacher salaries**	72.4%	Down from 74.8%	61.9%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Edward E. Taylor Elementary School made Adequate Yearly Progress for the 2006-2007 and 2007-2008 school terms. We also are the recipient of the coveted Palmetto Gold/Silver award for the 2007-2008 school year.

The mission of Edward E. Taylor Elementary School is to be a successful, contributing citizen in a global society by providing an effective and high-quality education. We have 265 students in Pre-K through fifth grade, with 258 African Americans and 7 others. We have 48 staff members, including six National Board Certified teachers. The levels of our staff's experience varies from 1 to 37 years and includes 2 teachers with doctorial degrees, 4 educational specialists, 7 employees with Masters+30's, 6 with Masters, 23 with Bachelors, and 3 holding Associates degrees.

We have extended the school day from 2:30 p.m. until 4:30 p.m. to successfully educate our learners and increase the percentage of students scoring basic or above through our comprehensive remediation program. During this time, we offer an intensive intervention tutorial program (IITP) to students in 3rd grade who scored below the 25th percentile on the TerraNova/InView English Language Arts and mathematics subtests and to those 4th-5th graders who scored below basic on the Palmetto Achievement Challenge Test in the areas of English/Language Arts, math, science, and social studies. These students receive additional small-group and individual academic assistance tutoring each afternoon. The curricula and the instructional practices utilized in this intensive intervention program are based upon teacher recommendations, student academic plans, IEP's classroom assessments, district benchmark assessments, SuccessMaker performance, and PACT scores. The IITP is provided at no cost to students. Upon parental request, transportation for this intensive tutorial program is also available. At a nominal cost to parents, The Boys and Girls Club of the Midlands also offers an after-school childcare service until 6:00 p.m.

Parents, students, teachers, staff, and the community have made a unified effort to instill positive character traits and stress personal responsibility in each of our students. Our school's motto, "Do unto others as you would have them do unto you," is a testament of our commitment to academic success for all.

Our intent is to provide our students with innovative opportunities critical to teaching and learning while infusing technology as an interactive way to motivate students to become better participants in the learning process. A "take-home laptop" SuccessMaker-based program is integrated into these learning endeavors to maximize optimal learning opportunities. This service is provided at no cost to parents or students. SmartBoards also are now incorporated into every classroom on every grade level to ensure students are experiencing maximum exposure of integrated technology and innovative teaching strategies.

Bonita Chisolm, SIC Chairperson
Debbie R. Hunter, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	23	12
Percent satisfied with learning environment	96.2%	86.4%	90.9%
Percent satisfied with social and physical environment	92.3%	82.6%	90.9%
Percent satisfied with school-home relations	76.0%	87.0%	90.9%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

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Edward E Taylor Elementary										06/01/10-4001053
PASS Performance By Group										
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	111	100	23.3	48.9	27.8	87.8	78.6	82.8	Yes	Yes
Gender										
Male	61	100	17	53.2	29.8	89.4	74.4	79.3	N/A	N/A
Female	50	100	30.2	44.2	25.6	86	82.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	93.7	89.5	I/S	I/S
African American	110	100	23.6	48.3	28.1	87.6	74.6	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.1	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
Disability Status										
Disabled	28	100	52.2	43.5	4.3	56.5	51.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.9	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	100	100	26.3	50	23.8	86.3	74.1	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	111	100	33.3	45.6	21.1	73.3	70.3	78.9	Yes	Yes
Gender										
Male	61	100	27.7	44.7	27.7	74.5	67.8	77	N/A	N/A
Female	50	100	39.5	46.5	14	72.1	72.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	87.2	I/S	I/S
African American	110	100	33.7	44.9	21.3	73	64.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.5	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
Disability Status										
Disabled	28	100	69.6	26.1	4.3	39.1	36.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	100	100	36.3	46.3	17.5	71.3	64	70.2	Yes	Yes

***** Adjusted to account for natural variation in performance.

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PASS Performance By Group								
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	77	98.7	49.2	44.4	6.3	50.8	58.1	67.5
Gender								
Male	43	97.7	40.6	46.9	12.5	59.4	57	67
Female	34	100	N/AV	N/AV	N/AV	41.9	59.1	68
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	85.9	79.5
African American	76	98.7	50	43.5	6.5	50	50.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	22	100	N/AV	N/AV	N/AV	17.6	27.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	53.2	59.6
Socio-Economic Status								
Subsized meals	69	98.6	53.6	39.3	7.1	46.4	49.1	55.1
Social Studies								
All Students	76	98.7	38.5	49.2	12.3	61.5	65.2	72.3
Gender								
Male	40	97.5	26.5	61.8	11.8	73.5	63.1	71.5
Female	36	100	51.6	35.5	12.9	48.4	67.2	73.2
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	80.7
African American	75	98.7	39.1	48.4	12.5	60.9	59.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	15	100	N/AV	N/AV	N/AV	26.7	36.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	67.9
Socio-Economic Status								
Subsized meals	70	98.6	39	50.8	10.2	61	58	62.1

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PASS Performance By Group										
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	111	100	37.2	44.7	18.1	62.8	63.9	70.2	95.6	95.9
Gender										
Male	60	100	42	40	18	58	55.8	63.2	95.2	95.7
Female	51	100	31.8	50	18.2	68.2	71.9	77.5	96.2	96.2
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	86.2	79.1	95.7	96
African American	110	100	36.6	45.2	18.3	63.4	58	57.6	95.6	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.9	86.2	N/A	96.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.8	62.6	95.6	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	N/A	94
Disability Status										
Disabled	27	100	87.5	8.3	4.2	12.5	22.3	26.1	95.2	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.2	61.2	N/A	96.2
Socio-Economic Status										
Subsized meals	100	100	39.3	47.6	13.1	60.7	56.7	58.9	95.6	95.7

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PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	41	100	18.8	46.9	34.4	81.3
	4	42	100	23.7	50	26.3	76.3
	5	28	100	30	50	20	70
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	41	100	43.8	25	31.3	56.3
	4	42	100	21.1	65.8	13.2	78.9
	5	28	100	40	40	20	60
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	21	100	50	37.5	12.5	50
	4	42	100	47.4	47.4	5.3	52.6
	5	14	92.9	I/S	I/S	I/S	I/S
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	20	100	31.3	50	18.8	68.8
	4	42	97.6	44.7	44.7	10.5	55.3
	5	14	100	27.3	63.6	9.1	72.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	41	100	48.5	27.3	24.2	51.5
	4	43	100	30.8	51.3	17.9	69.2
	5	27	100	31.8	59.1	9.1	68.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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